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John Carter Brown.

W. H. Evans

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A D D R E S S

. In B E H A L F of the

COLLEGE OF *NEW-JERSEY.*



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T O T H E

I N H A B I T A N T S

O F

J A M A I C A ,

A N D O T H E R

W E S T - I N D I A I S L A N D S ,

I n B E H A L F o f t h e

C O L L E G E O F *N E W - J E R S E Y* .

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22 JUL 1901
J.C.B.

JOHN CARTER BROWN

A D D R E S S

T O T H E

INHABITANTS of *JAMAICA*, and
other *WEST-INDIA* Islands, in BEHALF
of the COLLEGE of *NEW-JERSEY*.

G E N T L E M E N,

IT is unnecessary to begin this Address by a laboured encomium on Learning in general, or the importance of public Seminaries for the instruction of Youth. Their use in every country ; their necessity in a new or rising country ; and, particularly the influence of Science, in giving a proper direction and full force to industry or enterprize, are indeed so manifest, that they are either admitted by all, or the exceptions are so few as to be wholly unworthy of regard.

In a more private view, the importance of Education is little less evident. It promotes virtue and happiness, as well as arts and industry. On this, as on the former, it is unnecessary to enlarge ; only suffer me to make a remark, not quite so common, that, if there is any just comparison on this subject, the children of persons in the higher ranks of life, and, especially, of those who by their own activity and diligence, rise to opulence, have of all others the greatest
need

need of an early, prudent and well conducted education. The wealth to which they are born becomes often a dangerous temptation, and the station in which they enter upon life, requires such duties, as those of the finest talents can scarcely be supposed capable of, unless they have been improved and cultivated with the utmost care. Experience shews the use of a liberal Education in both these views. It is generally a preservative from vices of a certain class, by giving easy access to more refined pleasures, and inspiring the mind with an abhorrence of low riot and contempt for brutal conversation. It is also of acknowledged necessity to those who do not wish to live for themselves alone, but would apply their talents to the service of the public and the good of mankind. Education is therefore of equal importance in order either to enjoy life with dignity and elegance, or imploy it to the benefit of society, in offices of power or trust.

But leaving these general topics, or rather, taking it for granted that every thing of this kind is by intelligent persons, especially parents, both believed and felt ; I proceed to inform the public that it is intended to solicit Benefactions from the wealthy and generous, in behalf of a College of considerable standing, founded at NASSAU-HALL, in *Princeton, New-Jersey*. In order to this it is necessary for me---1. To shew the great advantage it will be to the inhabitants of the West-Indies, to have it in their power to send their children to approved places of education on the continent of America, instead of being obliged to send them over, for the very elements of Science, to South
or

or North-Britain. 2. To point out the situation and advantages of the College of New-Jersey in particular. And as I was never a lover either of florid discourse, or ostentatious promises, I shall endeavour to handle these two points with all possible simplicity, and with that reserve and decency which are so necessary, where comparison in some respects cannot be avoided.

On the first of these points, let it be observed,

That places of education on the continent of America are much nearer to the West-Indies than those in Great-Britain ; and yet sufficiently distant to remove the temptation of running home and lurking in idleness. This is a circumstance, which, other things being supposed equal, is by no means inconsiderable. Parents may hear much oftener from and of their children, and may even visit them, as is known to have been the case here, with no great loss of time for business, and to the advantage of their own health. They may also much more speedily and certainly be informed, whether they are profiting and have justice done them, or not, and remove or continue them at pleasure. The distance indeed is, if I mistake not, well proportioned in all respects. It is such as to allow of the advantages just now mentioned, and yet so great as to favour the behaviour and instruction of the youth. I have observed, in the course of four years experience, that those who came from the greatest distance have, in general, behaved with much regularity. Being removed from their relations, it becomes necessary for them to support a character, as they find themselves
treated

treated by their companions, teachers, and indeed, all other persons, according to their behaviour. This is so true, that, if parents are obliged to place their children out of their own families, an hundred miles distance is better than twenty, and so of every other proportion till we come to the hurtful extreme.

Let it be further observed, that the climate of the continent of North-America is certainly much more healthy in itself, and, probably also, more suited to the constitutions of those who have been born in the West-Indies, than that of Great-Britain. Health is the foundation of every earthly blessing, and absolutely necessary, both to the receiving instruction in youth, and being able in riper years to apply it to its proper use. Parental tenderness will make every one feel the importance of this to his own children. And whether the observation itself is just or not, I leave to be decided by the judgment of all who have been in both countries, and the information they will readily give to those who have not.

Having touched on these circumstances, let us try to make the comparison as to the substance of the Education itself. Here, I am sensible, it behoves me to write with the utmost circumspection, to avoid giving offence, and that to some this will appear at first sight, altogether impossible. I am however not without the greatest hopes, that I shall be able fully to prove the proposition I have laid down, without giving any just ground of offence to persons of reflection and candour. No man can have a higher opinion, and not many have

a more thorough acquaintance, with the means of Education, at present, in Great Britain, than the author of this address, who was born in the neighbourhood of, and educated in Edinburgh, and spent the greatest part of his after-life in constant intercourse and great intimacy with the Members of the University of Glasgow. He therefore says it, both with pleasure and gratitude, that any young Gentleman, who is strictly sober in his behaviour, and who applies with steadiness and diligence, has all possible advantages, particularly in North-Britain, with which he is best acquainted, for improving himself in classic Literature, in every branch of Science, and especially in the justly valued knowledge of the force and propriety of the English Language, and in true taste, including all that is usually comprehended under the general expression of the Belles Lettres. Nay, further, he admits or affirms, that any gentleman of fortune, who would give the last and highest polish to the Education of a young man of promising parts, would do well to send him, after his principles are fixed, and his judgment a little matured, for a year or two, to some of the Universities of Great-Britain. But notwithstanding these concessions, if they may be so called, it is hoped it will appear, that it would be much more to the advantage of the Gentlemen of the West-Indies to give their Children their Grammar-School and College Education, at least to their first degree in the Arts, in an American Seminary, if conducted by persons of ability and integrity, than to send them to Great-Britain; and that for two important reasons, first the better to secure their instruction, and secondly for the preservation of their morals.

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1. For the greater security of their instruction. The Colleges in Britain have by no means that forcible motive that we have, not only to teach those who are willing to learn, but to see that every one be obliged to study, and actually learn, in proportion to his capacity. These old foundations have stood so many ages, have had their character so long established, and are, indeed, so well known to be filled with men of the greatest ability, that they do not so much as feel any injury, in point of reputation, from one or more coming out of College almost as ignorant as they went in. The truth is, I do not think they ought to lose any character by it. Every one knows, that it is owing to the idleness or profligacy of the boy, and not the insufficiency of the master. When the numbers of one class are from a hundred to a hundred and thirty, or perhaps more, and when they do not live in College, how is it possible the master can keep them to their private studies, or even with any certainty discern whether they study diligently or not. A good Professor is easily and speedily distinguished by his own performances, by the esteem, attachment, and progress of the diligent, but very little, if at all, hurt by the ignorance of the negligent. I write these things to vast numbers who know them as well as I do; and I could easily produce Gentlemen in America, who have freely and generously confessed themselves to be unhappy proofs of their truth. Let not any body say I reflect upon the Teachers for not using discipline to oblige them to apply. The numbers are so great, that to try and judge every neglect, would take more time than they have for their whole work. To this may be added, that it may
very

very often happen that the persons to whose charge boys in early life are sent from the West-Indies, either are not themselves judges, or, from their situation and business, have few opportunities of knowing whether they profit or not.

On the other hand, the young Seminaries in America have their character constantly at stake for their diligence, as one or two untaught coming out from us affects us in the most sensible manner. As to the College of New-Jersey in particular, we have seen the importance of this in so strong a light, that whereas before we had half-yearly, we now have quarterly examinations carried on with the utmost strictness, when all who are found deficient are degraded to the inferior class. So impartially have these trials been conducted, that nothing is more usual than for those who suspect themselves, especially, if their relations are near, to pretend sickness and avoid the examination, that they may afterwards fall back without the dishonour of a sentence. Further, all the scholars with us, as soon as they put on the gown, are obliged to lodge in College, and must of necessity be in their chamber in study-hours: nor is it in the least difficult to discover whether they apply carefully or not. The Teachers also live in College, so that they have every possible advantage; not only for assisting the diligent but stimulating the slothful.

2. The second reason for preferring an American education is, that their morals may be more effectually preserved. This, by all virtuous and judicious parents, will be held a point of the last consequence. The danger they run of contracting

vicious habits by being sent to Britain, has been often complained of, and therefore, I suppose, is matter of experience. If so, it will not be difficult to assign the causes of it, which may be safely mentioned, because they carry no imputation upon the Schools or Colleges to which they are sent. They generally are, and are always supposed to be, of great wealth. The very name of a West-Indian has come to imply in it great opulence. Now it is well known that, in all the great towns in Britain, a set of profligate boys, and sometimes artful persons farther advanced in life, attach themselves to such as are well supplied with money, impose upon their youth and simplicity, gratify them in every irregular desire, and lead them both into idleness and vice. There are also in every considerable place in Great-Britain, but especially the principal cities where the Colleges are fixed, a constant succession and variety of intoxicating diversions, such as Balls, Concerts, Plays, Races, and others. These, whatever may be pleaded for some of them in a certain measure for those farther advanced, every body must acknowledge, are highly pernicious to youth in the first stages of their education. The temptation becomes so much the stronger, and indeed almost irresistible, when an acquaintance with these things is considered as fashionable life, and necessary to the accomplishment of a man of breeding. Is it to be supposed that young persons of great fortune, when they can be immediate partakers, will wait with patience for the proper time when they may be permitted to view with caution such scenes of dissipation? On the contrary it may be expected, that they will give into them with all the impetuosity and

and rashness of youth ; and, when their parents expect them to return well stored with classic learning and philosophy, they may find them only well acquainted with the laws of the turf or gaming-table, and expert in the use of the reigning phrases of those honourable arts.

What provision is made for preserving and improving the morals of the scholars with us, I leave till I come to speak of the constitution and situation of the College of New-Jersey. But before I dismiss this part of the subject I must just repeat, that the two reasons I have given against a British education do, and were intended only to conclude against sending boys in early life. At that time they are incapable of reaping the advantages chiefly to be valued in a British education. These are not only hearing and being able to judge of the public performances of men of letters, in the pulpit, at the bar, and in parliament ; but being introduced to the acquaintance and enjoying the conversation of men of eminence. This is a favour that would not be granted to boys, and if granted could be of no service, but contributes in the highest degree to the delight and instruction of those of riper years. Experience seems greatly to confirm this, for, as many boys have left some of the best schools in Britain with little classic knowledge, though supported at great expence, so those who received their first education in this country, and went home to finish it, have seldom returned without great and real improvement.

In addition to these arguments in behalf of American Colleges, drawn from the instruction
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and morals of the youth who are sent to them, I cannot help mentioning one other which must have great weight in a view somewhat different. These Colleges must necessarily, in time, produce a number of young men proper to undertake the office of private tutors in gentlemen's families. There are some who prefer a private to a public education at any rate, especially in the very first stages, and some find it necessary, as not being able to support the expence of sending their children so early, and keeping them so long from home. Now all who know the situation of things in Britain must be sensible, how difficult it is to get young men of capacity or expectation to leave their native country in order to undertake the instruction of Gentlemen's Children. In this office there is little prospect of increase of fortune, to balance the risk of going to a new and dangerous, or supposed dangerous climate. But those who are born and educated in America will not only increase the number of such Teachers, but they will have no such hideous apprehensions of going to any part of the continent or islands. Whatever is done, therefore, to raise and support proper Seminaries in America will, in time, be followed by this great and general benefit, which I have been assured is very much needed in many or most of the West-India Islands.

I will now proceed to speak a little of the Constitution and Advantages of the College of New-Jersey in particular.

About twenty-four years ago, several Gentlemen and Ministers in this province, by the friendship

ship and patronage of JONATHAN BELCHER, Esq; then Governor, obtained a very ample royal charter, incorporating them under the title of Trustees of the College of New-Jersey; and giving them the same privileges and powers that are given to the ‘two English Universities, or any other University or College in Great-Britain.’ They, although only possessed of a naked charter without any public encouragement, immediately began the instruction, and very soon after by their own activity and zeal, and the benevolence of others, who had the highest opinion of their integrity, raised a noble building, called Nassau-Hall, at Princeton, New-Jersey. This they chose to do, though it wasted their capital, as their great intention was to make effectual provision, not only for the careful instruction, but for the regular government of the youth. There all the Scholars are lodged, and also boarded, except when they have express licence to board out, in the President’s house or else where.

The regular course of instruction is in four classes, exactly after the manner and bearing the names of the classes in the English Universities; Freshman, Sophomore, Junior and Senior. In the first year they read Latin and Greek, with the Roman and Grecian antiquities, and Rhetoric. In the second, continuing the study of the languages, they learn a compleat system of Geography, with the use of the globes, the first principles of Philosophy, and the elements of mathematical knowledge. The third, though the languages are not wholly omitted, is chiefly employed in Mathematics and Natural Philosophy. And the
senior

senior year is employed in reading the higher classics, proceeding in the Mathematics and Natural Philosophy, and going through a course of Moral Philosophy. In addition to these, the President gives lectures to the juniors and seniors, which consequently every Student hears twice over in his course, first, upon Chronology and History, and afterwards upon Composition and Criticism. He has also taught the French language last winter, and it will continue to be taught to all who desire to learn it.

During the whole course of their studies the three younger classes, two every evening formerly, and now three, because of the increased number, pronounce an oration on a stage erected for that purpose in the hall, immediately after prayers, that they may learn by early habit presence of mind and proper pronunciation and gesture in public speaking. This excellent practice, which has been kept up almost from the first foundation of the College, has had the most admirable effects. The senior scholars every five or six weeks pronounce orations of their own composition, to which all persons of any note in the neighbourhood are invited or admitted.

The College is now furnished with all the most important helps to instruction. The Library contains a very large collection of valuable books. The lessons of Astronomy are given upon the Orrery, lately invented and constructed by David Rittenhouse, Esq; which is reckoned by the best judges the most excellent in its kind of any ever yet produced ; and when what is commil-
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sioned and now upon its way is added to what the College already possesses, the apparatus for Mathematics and Natural Philosophy will be equal, if not superior, to any on the continent.

As we have never yet been obliged to omit or alter it for want of scholars, there is a fixed annual Commencement on the last Wednesday of September, when, after a variety of public exercises, always attended by a vast concourse of the politest company, from the different parts of this province and the cities of New-York and Philadelphia, the students whose senior year is expiring are admitted to the degree of Batchelors of Arts; the Batchelors of three years standing, to the degree of Masters; and such other higher degrees granted as are either regularly claimed, or the Trustees think fit to bestow upon those who have distinguished themselves by their literary productions, or their appearances in public life.

On the day preceeding the Commencement last year there was (and it will be continued yearly hereafter) a public exhibition and voluntary contention for prizes, open for every member of College. These were first, second, and third prizes, on each of the following subjects. 1. Reading the English language with propriety and grace, and being able to answer all questions on its Orthography and Grammar. 2. Reading the Latin and Greek languages in the same manner with particular attention to true quantity. 3. Speaking Latin. 4. Latin versions. 5. Pronouncing English orations. The preference was determined by ballot, and all present permitted to vote, who were graduates of this or any other College.

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As to the government of the College, no correction by stripes is permitted. Such as cannot be governed by reason and the principles of honour and shame are reckoned unfit for residence in a College. The collegiate censures are, 1. Private admonition by President, Professor, or Tutor. 2. Before the Faculty. 3. Before the whole class to which the offender belongs. 4. And the last and highest, before all the Members of College assembled in the hall. And, to preserve the weight and dignity of these censures, it has been an established practice that the last or highest censure, viz. public admonition, shall never be repeated upon the same person. If it has been thought necessary to inflict it upon any one, and if this does not preserve him from falling into such gross irregularities a second time, it is understood that expulsion is immediately to follow.

Through the narrowness of the funds the government and instruction has hitherto been carried on by a President and three Tutors. At last Commencement the Trustees chose a Professor of Mathematics, and intend, as their funds are raised to have a greater number of Professorships, and carry their plan to as great perfection as possible.

The above relates wholly to what is properly the College; but there is also at the same place, established under the particular direction and patronage of the President, a Grammar School, where boys are instructed in the Latin and Greek languages with the utmost care, and on the plan of the most approved teachers in Great Britain. It is now so large as to have two Masters for the
Languages,

Languages, and one for Writing and Arithmetic ; and as some are sent with a design only to learn the Latin, Greek, and French languages, Arithmetic, Geography, and the practical branches of the Mathematics, without going through a full College course, such scholars are permitted to attend the instruction of the classes in whatever coincides with their plan. It is also now resolved, at the request of several gentlemen, to have an English Master after next vacation, for teaching the English language regularly and grammatically, and for perfecting by English exercises those whose previous instruction may have been defective or erroneous.

I have thus laid before the public a concise account of the Constitution of the College of New-Jersey, and must now earnestly recommend it to the assistance and patronage of men of liberal and ingenuous minds. I am sensible that nothing is more difficult than to write in behalf of what the writer himself has so great a part in conducting, so as neither to fail in doing justice to the subject, nor exceed in improper or arrogant professions. And yet to employ others to write for us, who may have some pretence as indifferent persons to embellish our characters, is liable to still greater suspicion. The very best security one can give to the public for decency and truth, is to write openly in his own person, that he may be under a necessity to answer for it, if it is liable to challenge.

This is the method I have determined to follow ; and that I may neither offend the delicacy of friends, nor provoke the resentment of enemies, I

will endeavour humbly to recommend this College to the attention and esteem of men of penetration and candour, chiefly from such circumstances as have little or no relation to the personal characters of those now employed, but are essential to its situation and constitution, and therefore must be supposed to have not only the most powerful, but the most lasting effect. The circumstances to which I would entreat the attention of impartial persons are the following.

1. The College of New-Jersey is altogether independent. It hath received no favour from Government but the charter, by the particular friendship of a person now deceased. It owes nothing but to the benefactions of a public so diffusive that it cannot produce particular dependance, or operate by partial influence. From this circumstance it must be free from *two* great evils, and derive the like number of solid advantages. There is no fear of being obliged to choose Teachers upon Ministerial recommendation, or in compliance with the over-bearing weight of family interest. On the contrary the Trustees are naturally led, and in a manner forced to found their choice upon the characters of the persons and the hope of public approbation. At the same time those concerned in the instruction and government of the College are as far removed, as the state of human nature will admit, from any temptation to a fawning cringing spirit and mean servility in the hope of Court favour or promotion.

In consequence of this it may naturally be expected, and we find by experience that hitherto
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in fact the spirit of liberty has breathed high and strong in all the Members. I would not be understood to say that a Seminary of Learning ought to enter deeply into political contention ; far less would I meanly court favour by professing myself a violent partisan in any present disputes. But surely a constitution which naturally tends to produce a spirit of liberty and independance, even though this should sometimes need to be reined in by prudence and moderation, is infinitely preferable to the dead and vapid state of one whose very existence depends upon the nod of those in power. Another great advantage arising from this is the obligation we are under to recommend ourselves, by diligence and fidelity, to the public. Having no particular prop to lean to on one side, we are obliged to stand upright and firm by leaning equally on all. We are so far from having our fund so complete as of itself to support the necessary expence, that the greater part of our annual income arises from the payments of the Scholars, which we acknowledge with gratitude have been for these several years continually increasing.

2. This leads me to observe, that it ought to be no inconsiderable recommendation of this College to those at a distance, that it has the esteem and approbation of those who are nearest it and know it best. The number of Under graduates, or proper Members of College, is near four times that of any College on the continent to the southward of New-England, and probably greater than that of all the rest put together. This we are at liberty to affirm has in no degree arisen from
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pompous descriptions, or repeated recommendations in the public papers. We do not mean to blame the laudable attempts of others to do themselves justice. We have been often found fault with, and perhaps are to blame for neglect on this particular. It is only mentioned to give full force to the argument just now used; and the fact is certainly true. I do not remember that the name of the College of New-Jersey has been above once or twice mentioned in the news papers for three years, except in a bare recital of the acts of the annual Commencements. The present Address arises from necessity, not choice; for had not a more private application been found impracticable, the press had probably never been employed.

3. It may not be amiss to observe on this subject, that the great utility of this Seminary has been felt over an extensive country. Many of the Clergy, Episcopal and Presbyterian, in the different colonies, received their education here, whose exemplary behaviour and other merit we suffer to speak for themselves. We are also willing that the public should attend to the characters and appearance of those Gentlemen in the Law and Medical departments, who were brought up at Nassau-Hall, and are now in the cities of New-York and Philadelphia, and in different parts of the continent or islands. Two at least of the Professors of the justly celebrated Medical School lately founded in Philadelphia, and perhaps the greatest number of their pupils received their instruction here. We are not afraid, but even wish that our claim should be decided by the conduct of those in general who have come out from
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us, which is one of the most conclusive arguments, for *a tree is known by its fruits*. It is at the same time an argument of the most fair and generous kind, for it is left to be determined by mankind at their leisure, and if the appeal be not in our favour it must be unspeakably injurious.

4. The place where the College is built is most happily chosen for the health, the studies and the morals of the scholars. All these were particularly attended to when the spot was pitched upon. Princeton is on a rising ground from whence there is an easy gradual descent for many miles on all quarters, except the North and North-West, from whence at the distance of one mile it is sheltered by a range of hills covered with woods. It has a most beautiful appearance, and in fact has been found one of the healthiest places, as it is situated in the middle of one of the most healthful countries, on the whole continent. It is upon the great post-road almost equally distant from New-York and Philadelphia, so as to be a center of intelligence, and have an easy conveyance of every thing necessary, and yet to be wholly free from the many temptations in every great city, both to the neglect of study and the practice of vice. The truth is, it is to this happy circumstance, so wisely attended to by the first Trustees, that we owe our being enabled to keep up the discipline of the College with so great regularity and so little difficulty. We do not wish to take any honour in this respect to ourselves. Doubtless the Masters of every College will do their best in this respect. But it is not in the power of those who are in great cities to keep the discipline

cipline with equal strictness, where boys have so many temptations to do evil, and can so easily and effectually conceal it after it is done. With us, they live all in College under the inspection of their Masters, and the village is so small that any irregularity is immediately and certainly discovered, and therefore easily corrected.

It has sometimes happened, through rivalry or malice, that our discipline has been censured as too severe and rigorous. This reproach I always hear not with patience only but with pleasure. In the mouth of an adversary it is a clear confession that the government is strict and regular. While we avail ourselves of this, we prove that the accusation of oppressive rigour is wholly without foundation from the number of scholars, and the unfrequency of public censures, but above all from the warm and almost enthusiastic attachment of those who have finished their course. Could their esteem and friendship be expected in return for an austere and rigorous confinement, out of which they had escaped as birds out of the snare of the fowler? We admit that it is insupportable to the idle and profligate, for either they will not bear with us or we will not bear with them; but from those who have applied to their studies, and reached the honours of College, we have, almost without exception, found the most sincere, active and zealous friendship.

5. This College was founded, and hath been conducted upon the most Catholick Principles. The Charter recites as one of its grounds, “ That
 “ every religious denomination may have free and
 “ equal

' equal liberty and advantage of education in the
 ' said College, any different sentiments in religion
 ' notwithstanding." Accordingly there are now,
 and have been from the beginning, scholars of va-
 rious denominations from the most distant colonies,
 as well as West-India 'lands; and they must ne-
 cessarily confess that they never met with the least
 uneasiness or disrespect on this account. Our great
 advantage on this subject is the harmony of the
 Board of Trustees, and the perfect union in senti-
 ment among all the Teachers both with the
 Trustees and with one another. On this account
 there is neither inclination nor occasion to meddle
 with any controversy whatever. The author of
 this Address confesses that he was long accustomed
 to the order and dignity of an established church,
 but a church which hath no contempt or detestation
 of those who are differently organized. And, as
 he hath ever been in that church an opposer of
 lordly domination and sacerdotal tyranny, so he is
 a passionate admirer of the equal and impartial
 support of every religious denomination which pre-
 vails in the northern colonies, and is perfect in
 Pennsylvania and the Jerseys, to the unspeakable
 advantage of those happy and well constituted
 governments.

With respect to the College of New-Jersey,
 every question about forms of church government
 is so entirely excluded, that, though I have seen
 one set of scholars begin and finish their course, if
 they know nothing more of religious controversy
 than what they learned here, they have that Science
 wholly to begin. This is altogether owing to the
 union of sentiment mentioned above: for, if you

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place

place as Teachers in a College persons of repugnant religious principles, they must have more wisdom and self-denial than usually fall to the lot of humanity, if the whole Society is not divided into parties and marshalled under names, if the changes are not frequent, and, when they take place, as well known as any event that can happen in such a society. On the contrary there is so little occasion with us to canvass this matter at all, that, though no doubt accident must discover it as to the greatest number, yet some have left the College as to whom I am wholly uncertain at this hour to what denomination they belong. It has been and shall be our care to use every mean in our power to make them good men and good scholars; and, if this is the case, I shall hear of their future character and usefulness with unfeigned satisfaction, under every name by which a real Protestant can be distinguished.

Having already experienced the generosity of the public in many parts of the continent of America, I cannot but hope that the Gentlemen of the Islands will not refuse their assistance, according to their abilities, in order to carry this Seminary to a far greater degree of perfection than any to which it has yet arrived. The express purpose to which the benefactions now requested will be applied, is the establishment of new professorships, which will render the Institution not only more complete in itself, but less burthen some to those who have undertaken the important trust. The whole branches of Mathematics and Natural Philosophy are now taught by one Professor; and the President is obliged to teach Divinity and Moral Philosophy

Philosophy as well as Chronology, History, and Rhetoric, besides the superintendence and government of the whole. The short lives of the former Presidents have been by many attributed to their excessive labours, which, it is hoped, will be an argument with the humane and generous to lend their help in promoting so noble a design.

I am, Gentlemen,

Your most obedient,

Humble Servant,

JOHN WITHERSPOON.

NASSAU-HALL, at Princeton,
New-Jersey, March 21, 1772.

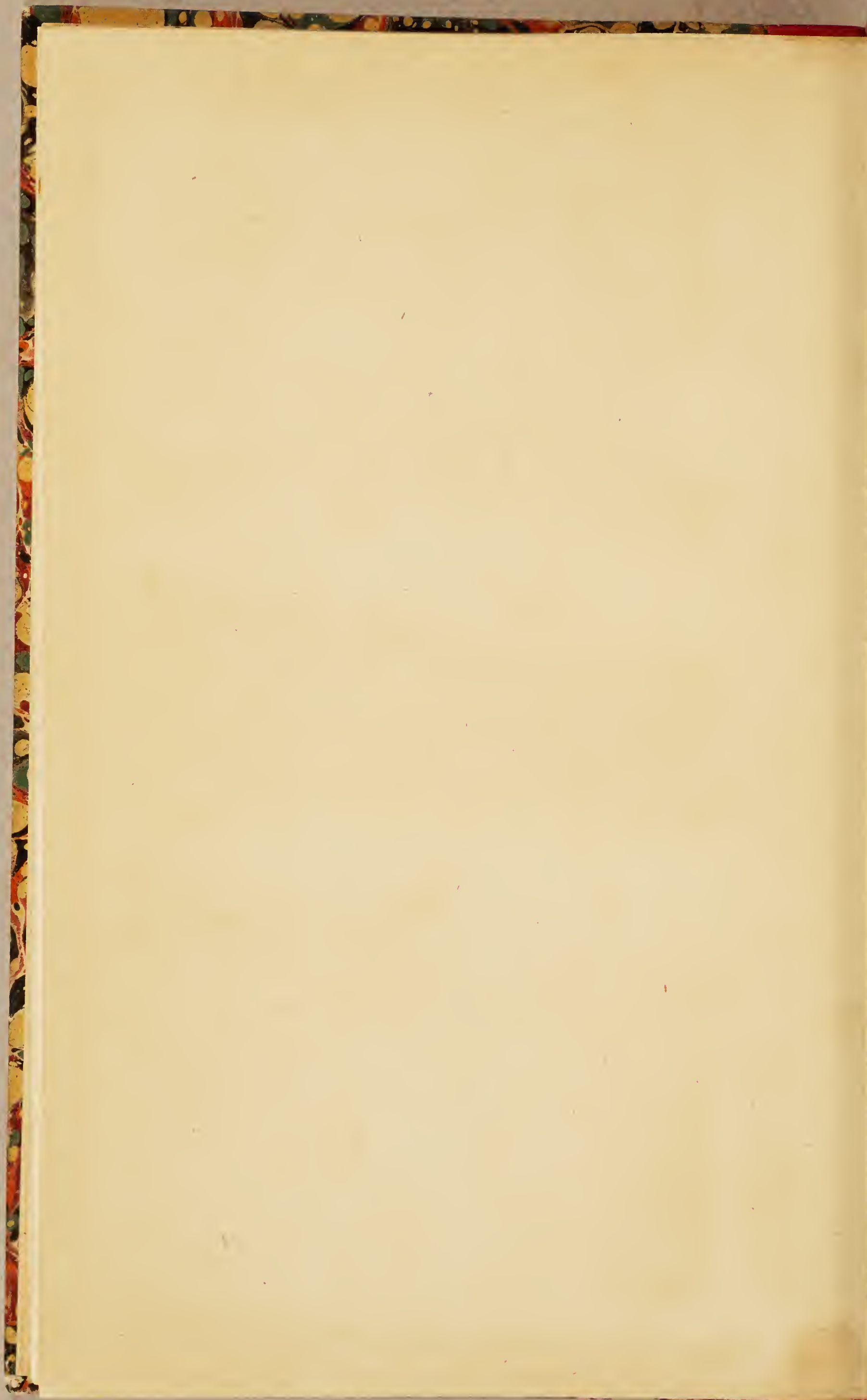
Proper Forms of DONATIONS to the COLLEGE
by WILL:

Of CHATELS personal.

Item, I A. B. do hereby give and bequeath the Sum of unto the *Trustees of the College of New-Jersey*, commonly called *Nassau-Hall*, the same to be paid within months next after my decease; and to be applied to the Uses and Purposes of the *said College*.

Of REAL ESTATE.

I A. B. do give and devise unto the *Trustees of the College of New-Jersey*, commonly called *Nassau-Hall*, and to their *Successors forever*, all that certain Messuage and Tract of Land, &c.



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